

ECAS and Office of the Provost Guidelines for COVID-19 Statement

ECAS Guidelines

Emory College of Arts and Sciences acknowledges that the COVID-19 pandemic has impacted our faculty and disrupted many professional activities. To address these concerns, we are providing the faculty with an opportunity to submit a **one-page COVID-19 statement**. The ECAS guidelines for this statement were developed prior to the announcement of guidelines from the Office of the Provost. These guidelines complement each other, and both can be used as a resource for faculty.

The COVID-19 Statement can be used to explain the impact of the pandemic on their research, teaching, and/or service when submitting materials for the following:

- Annual Faculty Activity and Merit Evaluation for both lecture track and tenure track faculty (statement can be uploaded through Interfolio/Faculty 180)
- Reappointment and Promotion Reviews of lecture track faculty (statement can be uploaded through Interfolio/Review, Promotion and Tenure)
- Annual Faculty Progress Review for tenure track assistant and associate professors (submitted to chair for now)
- Tenure and Promotion (pre-tenure, tenure, or promotion to full review) for tenure track faculty (statement can be uploaded through Interfolio/Review, Promotion and Tenure)

Submitting a COVID-19 statement is optional and faculty are not required to reveal their own personal or family health information, unless they wish to do so. Faculty may use this statement to:

- keep track of COVID-related disruptions to their research, teaching, and service
- share a summary of the possible setbacks in terms of productivity
- provide an assessment of the adjustments in their teaching or teaching load due to the transition to remote teaching
- provide an account of changes to their service obligations
- include all scheduled activities in your dossier that were canceled or postponed due to the pandemic (invited lectures, conference participation, etc.)
- describe adaptations they have made to their research, teaching and service, in response to the pandemic.
- reflect on how they have been able to overcome challenges brought on by the pandemic and how they have adapted or transformed their research, teaching, and service

Faculty are also reminded that course evaluations for Spring 2020 are not required for LTF or TT promotion dossiers, but may be included at the discretion of the candidate.

When writing the COVID-19 statement, faculty should avoid the use of identifiable or HR-sensitive information about other individuals.

When the COVID-19 statement is shared with external audiences (with the faculty member's permission), the following message is included in the review request letter sent from the Dean of Faculty:

August 26, 2021

“As a part of our COVID-19 mitigation efforts and our efforts to support faculty, ECAS has extended faculty the opportunity to include a COVID-19 Impact Statement with their (tenure and) promotion materials. This statement is not required. If a candidate wishes to include a COVID-19 statement with their research and scholarship materials, and they have given us permission to share this document with external reviewers, this document will be included in their dossier. You will also find attached a copy of the ECAS and Office of the Provost Guidelines for COVID-19 Statement.”

The Office of the Provost has also issued the following guidance for COVID Impact Statements for Reviews, Promotion, and Tenure.

Office of the Provost Guidelines

COVID Impact Statements for Reviews, Promotion, and Tenure

The COVID-19 pandemic has significantly impacted all faculty regardless of rank or track. Faculty have had to adjust in manners that affect all three of the core elements of faculty responsibility: scholarship, teaching, and service.

The pandemic will continue to cast a shadow on faculty careers for years to come, especially for those early in their careers. Additionally, as the faculty townhalls in Fall 2020 demonstrated, the faculty experience with the pandemic is incredibly individual, with no two faculty members encountering it in the same way. Nevertheless, research shows that the pandemic has had a [differential impact](#) on faculty, especially for those who identify as women and/or as persons of color. Indeed, long-known inequities for women and persons of color were exacerbated by the pandemic.

In order to contextualize the impact of the pandemic on faculty, all faculty going through the promotion and tenure process will be permitted to add a one-page COVID impact statement, in addition to their five-page personal statement. Such a statement is permissible, but not required.

While this guidance is officially for those going through the University tenure and promotion process, it can also be used to inform annual reviews and promotion processes for all tracks of faculty.

Importantly, these COVID impact statements should identify not only challenges faced by faculty but also opportunities for innovative discovery, creativity, or pedagogy resulting from the pandemic. These statements can be used to understand the barriers as well as to celebrate successes and accomplishments.

For each area of responsibility affected by the pandemic, a faculty member may summarize any changes that affected productivity and development. Examples of such factors include, but are not limited to:

Scholarship and research

- Time available for research in light of other obligations, such time devoted to pivoting to remote learning, increased time devoted to students for educational or personal reasons, or family care obligations
- Access to laboratories, lab equipment, or key resources; limited work due to density restrictions; or delays due to personnel restrictions
- Access to required resources such as archives, or the inability to travel to such resources
- Unique insights, breakthroughs, or creativity as a result of the pandemic
- Loss of access to, or delays for, community-based research
- Cancelled fellowships, conferences, or speaking opportunities, or other work products
- Lost opportunities for networking, especially for early career faculty members
- Technological challenges, including limited Internet accessibility
- Limits on collaborative or interdisciplinary research due to travel restrictions or lack of laboratory access

Teaching

- Time devoted to developing classes for on-line delivery
- Additional training to prepare for remote delivery
- Time and challenges related to preparation of teaching and evaluation materials for remote delivery, remote exam proctoring and student engagement.
- Impact of reduced access to facilities, locations, personnel, or teaching team members
- Additional office hours attending to student academic, physical, and mental health needs
- Challenges for the faculty and/or students with access to broadband internet or other required technologies
- Challenges supporting students in isolation or quarantine
- Disruptions resulting from remote students, especially international ones, such as navigating time zone differences
- Challenges balancing teaching with family care or remote learning for the faculty member's children or other family members
- Unique successes or lessons learned from teaching during the pandemic that can be used to transform future instruction

Service

- Additional committee work, clinical responsibilities or leadership responsibilities arising from the pandemic
- Greater public engagement
- Additional challenges supervising and supporting student organizations
- Disruption to community partners
- New collaborations or relationships resulting from the pandemic

In preparing a COVID impact statement, faculty may disclose personal circumstances that may have impacted their research, teaching, and service. The impact may be difficult to place into one of the three traditional categories, or may impact all three. While such disclosures are not required,

department chairs, division leads, associate deans, and deans should treat such information with respect. Additionally, such disclosures do risk unconscious bias in assessment because such personal obligations may track gendered or racial stereotypes. Any such disclosure should be viewed laudably and used to enhance the assessment of the faculty member's progress.